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ABSTRACT

Each year, students at State University of New York community colleges are surveyed regarding their general characteristics, reasons for attending their college, and perceptions regarding their college. This report provides results from five sections of the spring 1994 survey of Westchester Community College (WCC) students and includes comparisons to results from a 1991 survey. The first section provides findings related to student characteristics, including data on employment while attending college, commute to campus, living accommodations and residency, status upon entering WCC, marital status and number of children, choice of occupation, and changes from 1991 results. The second section reviews findings related to students' motivations for choosing WCC, indicating that low cost was cited as a major reason by 66.3% of respondents, transfer by 49%, the existence of desired programs and courses by 48%, and nearby location by 44%. The next section focuses on student attitudes toward WCC services and facilities, reporting that students were the most satisfied with library services and least satisfied with parking facilities. The fourth section describes student attitudes toward faculty and classroom activities, including data on faculty instruction, course availability, and the intellectual challenge of programs. The final section describes student attitudes toward the college climate, including data related to student perceptions of staff attitudes toward students, racial and ethnic harmony, campus media, and student sense of belonging. Data tables are included for each section. (BCY)

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**1994 SUNY Student Opinion Survey, Sections I-IVB:
Student Characteristics, Why Students Select
Westchester Community College, College Services &
Facilities, Faculty & Classroom, and College Climate.**

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JL 960 119

Student Characteristics

Westchester Community College

1994 SUNY STUDENT OPINION SURVEY: SECTION I

**OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
DR. MARCIA M. LEE, DIRECTOR**

JUNE 1995

Student Characteristics

SUNY Student Opinion Survey: Spring 1994

Executive Summary

In Section I of the spring *1994 SUNY Student Opinion Survey*, students were asked a set of thirteen questions with regard to their employment, family status, commutation time, residence and living accommodations. This report presents the results of these questions, and compares them to the results of the 1991 SUNY Student Survey. It further provides an analysis of the results on the basis of whether a student attended full-time or part-time.

The SUNY Student Opinion Survey is a random sample survey of both day and evening students attending Westchester Community College at the Valhalla campus. The survey was sent to 62 randomly selected classes in April, 1994. Exactly 1,000 surveys were sent to faculty members to hand out in class and complete either immediately or by the next class meeting. Of the 1,000 distributed, 602 were returned, 596 of which were usable and comprise the sample size of 59.6%.

Employment: Over seventy percent (71.3%) of the students in the survey reported working while attending college, and over half (50.3%) are working twenty hours or more a week, as shown in Table I. Moreover, nearly a third (30.0%) are working more than thirty hours a week. These percentages are *up* substantially from those reported by WCC students on the same 1991 SUNY survey when only 41.1% reported working more than twenty hours a week, and less than a fifth (19.9%) indicated they were working more than thirty hours a week.

When full-time students are compared to part-time students the picture looks quite different. Over one-third (35.3%) of the full-time students are not working at all compared to only 10.9% of the part-time students, as shown in Table I. On the other hand, over three-fifths of the part-time students (62.1%) work more than thirty hours a week, compared to only 14.0% of the full-time students. Clearly, part-time students are far more likely to be working, and to be working full-time.

Commutation: Three-fifths (60.0%) commute more than ten miles to campus, one-fourth (25.6%) more than twenty miles, and five percent (5.5%) over forty miles, as

shown in Table II. The largest percentage of students (34.4%), however, commute between 11-20 miles. There is very little change in any category from the 1991 survey.

When full-time students are compared to part-time students, there is also little difference between the two in the length of commuting time, as shown in Table II. A somewhat higher percentage of part-time students (40.3%) have a commuting distance closer to home (within ten miles of their home) compared to full-time students (35.9%), but over one-third of both the part-timers and full-timers have a commuting distance of 11 to 20 miles, and 28.1% of the full-timers commute 21 miles or more compared to 21.3% of the part-timers. These percentages vary little from the results of the 1991 survey.

Living Accommodations Over half of the students (55.4%) still live at home with their parents. The percentage that are doing so, however, has dropped substantially (by fifteen percentage points) from that reported by students in the 1991 survey (70.3%), as shown in Table III. One-fifth (20.3%) reported living in their own homes, and another 14.4% in an apartment. The remaining ten percent reported having *other accommodations* (8.9%) or left the answer blank (1.0%). As might be expected, a significantly higher percentage of full-time students are living with their parents or a relative (three-fifths or 60.3%) compared to part-time students (46.4%). A third (33.6%) of the part-time students, however, live in their own homes, compared to only 13.0% of the full-time students.

Permanent Residence: The vast majority of the students are New York state residents (94.3%), as shown in Table IV. This represents practically no change from the 1991 survey (95.4%). The remaining students are far more likely to be *inter-national* students (4.2%) than *out-off-state* (1.3%). There is no significant difference between full-time and part-time students when it comes to their permanent residence.

Status on Entering WCC: While almost one-third of the students entered WCC directly from high school (30.4%), almost two-fifths (38.8%) entered *after* beginning work, and a tenth (11.4%) after transferring from another college, as shown in Table V. Only a small percentage (2.5%) entered after completing the military.

As might be expected a higher percentage of full-time students entered college directly from high school (34.3%) than part-time students (23.2%). Conversely, a higher percentage of part-time students entered after working (44.5%) than full-time students (35.6%). There are no substantial differences between the two groups in the case of completing the military first or transferring from another college to WCC.

Marital Status & Children: Over four-fifths of the students (83.1%) are single, as shown in Table VI. This is a slight decrease from that reported in 1991 (85.6%). Part-time students are more likely to be married (22.7%), than full-time students (9.9%).

Over three-fourths (78.2%) of the students reported having no children, but almost a tenth (8.4%) reported having at least one child, and another 12.9% reported having two or more, as shown in Table VII. This means that over a fifth of the students (21.3%) have children and require some form of child care. When part-time students are compared to full-time students, the differences are not as great as might be expected. While one-fourth of the part-time students (25.6%) reported having children, nevertheless, one fifth (19.0%) of the full-time students also reported having children.

Choice of Occupation: One of the most noticeable differences in the 1994 survey compared to the 1991 survey concerns job preferences. A substantial drop occurred in the percentage who selected *Business Management* as their *occupation of choice*, going from 22.2% in 1991 down to 13.3% in 1994, as shown in Table VIII. During the same period, there was a substantial increase in the percentage whose *occupation of choice* is *Health Science*, going from 15.9% in 1991 to 23.0% in 1994.

When full-time students are compared to part-time students the differences in preference are only slight, except that full-time students have a slightly greater preference for *Engineering* (9.4%) than part-timers (4.2%) and *Education* (full-time, 6.8% and part-time, 3.8%).

Changes From 1991 Survey: Three changes from the results of the 1991 are particularly noteworthy. First, with regard to employment, a larger percentage of students are working more hours while attending the College. Over a half (50.3%) reported working twenty or more hours a week compared to 41.1% in the 1991 survey, and nearly a third (30.0%) are working more than thirty hours a week compared to a fifth (19.9%) in 1991.

The percentage of students living with their parents or a relative also has declined considerably going from 70.3% in the 1991 survey to 55.4% in 1994, reflecting a more mature student body.

Lastly, and probably most important in terms of planning for the future, a rather substantial shift has occurred in the students' *occupation of choice* away from **Business Management** decreasing from 22.2% in 1991 to 13.3% in 1994 and toward the **Health Sciences**, going from 15.9% in 1991 as the *occupation of choice* to 23.08% in 1994.

Dr. Marcia M. Lee
Office of Institutional Research and Planning
August, 1995

TABLE I: Hours Employed (N=596)

	<i>Full-time 1994</i>		<i>Part-time 1994</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
Not Working	35.3%	136	10.9%	23	26.7%	159	28.0%	193
Working								
1 to 10 hours	8.8%	34	4.3%	9	7.2%	43	8.3%	57
11 to 20 hours	17.4%	67	7.1%	15	13.8%	82	22.0%	152
21 to 30 hours	23.4%	90	12.8%	27	19.6%	117	21.2%	146
31 to 40 hours	10.9%	42	38.4%	81	20.6%	123	13.5%	93
Over 40 hours	3.1%	12	23.7%	50	10.4%	62	6.4%	44
Blank	1.0%	4	2.8%	6	1.7%	10	0.7%	5
TOTAL	100%	385	100%	211	100%	596	100%	690

TABLE II : Commuting Distance (N=596)

	<i>Full-time 1994</i>		<i>Part-time 1994</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
Less than 2 miles	4.2%	16	3.8%	8	4.0%	24	2.6%	18
2-5 Miles	14.0%	54	14.2%	30	14.1%	84	12.9%	89
6-10 Miles	17.7%	68	22.3%	47	19.3%	115	18.4%	127
11-20 Miles	34.3%	132	34.6%	73	34.4%	205	37.4%	258
21-40 Miles	21.6%	83	17.5%	37	20.1%	120	20.5%	142
Over 40 Miles	6.5%	25	3.8%	8	5.5%	33	5.2%	36
Blank	1.8%	7	3.8%	8	2.5%	15	2.9%	20
TOTAL	100%	385	100%	211	100%	596	100%	690

TABLE III: Living Accommodations (N=596)

	<i>Full-time 1994</i>		<i>Part-time 1994</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
Relative/Parent's Home	60.3%	232	46.4%	98	55.4%	330	70.3%	485
Apartment	16.9%	65	10.0%	21	14.4%	86	10.3%	71
Own Home	13.0%	50	33.6%	71	20.3%	121	13.6%	94
Others	8.3%	32	10.0%	21	8.9%	53	5.0%	35
Blank	1.6%	6		0	1.0%	6	0.7%	5
TOTAL	100%	385	100%	211	100%	596	100%	690

TABLE IV: Permanent Residence (N=596)

	<i>Full-time 1994</i>		<i>Part-time 1994</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
In-state	94.3%	363	97.2%	205	95.3%	568	95.4%	658
Out-of-state	1.3%	5	0.5%	1	1.0%	6	1.0%	6
Inter-national	4.2%	16	1.9%	4	3.4%	20	3.6%	25
Blank	0.3%	1	0.5%	1	0.3%	2	0.1%	1
TOTAL	100%	385	100%	211	100%	596	100%	690

TABLE V: Status on Entering WCC (N=596)

	<i>Full-time 1994</i>		<i>Part-time 1994</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
Entering from HS	34.3%	132	23.2%	49	30.4%	181	40.9%	282
Entering after work	35.6%	137	44.5%	94	38.8%	231	32.6%	225
Completed military	3.4%	13	0.9%	2	2.5%	15	2.0%	15
College transfer	12.7%	49	9.0%	19	11.4%	68	12.1%	83
Others	12.7%	49	21.3%	45	15.8%	94	11.4%	79
Blank	1.3%	5	0.9%	2	1.2%	7	0.9%	6
TOTAL	100%	385	100%	211	100%	596	100%	690

TABLE VI: Martial Status (N=596)

	<i>Full-time 1994</i>		<i>Part-time 1994</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
Single/Separated	87.8%	338	74.4%	157	83.1%	495	85.6%	591
Married	9.9%	38	22.7%	48	14.4%	86	11.6%	80
Did not respond	1.6%	6	1.4%	3	1.5%	9	2.2%	15
Blank	0.8%	3	1.4%	3	1.0%	6	0.6%	4
TOTAL	100%	385	100%	211	100%	596	100%	690

TABLE VII: Number of Children (N=596)

	<i>Full-time 1994</i>		<i>Part-time 199</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
None	80.8%	311	73.5%	155	78.2%	466	83.0%	573
One Child	8.1%	31	9.0%	19	8.4%	50	7.2%	50
Two	6.5%	25	6.2%	13	6.4%	38	5.4%	37
Three or more	4.4%	17	10.4%	22	6.5%	39	3.3%	23
Blank	0.3%	1	0.9%	2	0.5%	3	1.0%	7
TOTAL		385	100%	211	100.0%	596	100%	690

TABLE VIII: Choice of Occupation (N=596)

	<i>Full-time 1994</i>		<i>Part-time 1994</i>		<i>Total 1994</i>		<i>Total 1991</i>	
	%	N	%	N	%	N	%	N
Business Management	13.0%	50	13.7%	29	13.3%	79	22.2%	153
Communication	1.6%	6	2.4%	5	1.8%	11	5.7%	39
Education	6.8%	26	3.8%	8	5.7%	34	6.2%	43
Engineering	9.4%	36	7.6%	16	8.7%	52	10.1%	70
Health Science	22.3%	86	24.2%	51	23.0%	137	15.9%	110
Social Science	2.3%	9	3.3%	7	2.7%	16	3.6%	25
Undecided	6.0%	23	9.0%	19	7.0%	42	8.1%	56
Others	26.8%	103	21.8%	46	25.0%	149	14.5%	100
Blank	11.9%	46	14.2%	30	12.8%	76	13.5%	94
TOTAL	100%	385	100%	211	100.0%	596	100%	690

**WHY STUDENTS SELECT WESTCHESTER
COMMUNITY COLLEGE?**

1994 SUNY STUDENT OPINION SURVEY: SECTION II

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
WESTCHESTER COMMUNITY COLLEGE
NOVEMBER 1994

SECTION II: WHY DID YOU SELECT WCC?

SUNY Student Opinion Survey, Spring 1994 Westchester Community College

In Section II of the Spring 1994 SUNY Student Opinion Survey, students were asked to indicate from a list of twenty items whether each was a "Major Reason," "Minor Reason," or "Not a Reason" for deciding to come to Westchester Community College (WCC). The twenty items are listed in Table II-C, attached.

One item, in particular, out-distanced the other 19 in importance to the students as a "major reason" for coming. Two-thirds of the students (66.3%) indicated that "the low cost of attending" was a major reason in deciding to come to WCC, as shown in Table II-A.

A set of three other items can be grouped in second place in terms of their importance. Almost half (49.0%) indicated that a "major reason" was "To Transfer to a Another College." Almost half (48.0%) also indicated that a "major reason" was that WCC "Offered the Courses/Program I Wanted." In fourth place, 44.0% of the students indicated that the "Nearby Location" was a "major reason."

In short, low cost, ability to transfer to another college, offering the programs desired, and nearby location are the factors that played a major role in the largest percentage of students attending WCC.

SUB-CATEGORIES

In viewing these four factors broken down on the basis of age, ethnic background, and gender some differences do exist among subcategories.

Low Cost of Attending: With regard to "the low cost," a substantially higher percentage (72.5%) of those in the age category of 23-29 indicated it was a "major reason" for attending WCC than those 30 and over (59.5%) and 22 and under (67.1%), as shown in Table II-B. With regard to ethnic background, a substantially higher percentage of whites (72.0%) than Blacks (54.3%) indicated it was a "major reason." The difference between males (63.7%) and females (69.9%) however, was not significant.

To Take Courses to Transfer to Another College: As might be expected, the ability to transfer was least important to those 30 and over. Less than a third (30.5%) selected it as a "major reason" for attending. Over half, however, in the 22 and under category (56.1%) and over half in the 23 to 29 category (51.9%) did list it as a "major reason." A higher percentage of whites (51.3%) than Blacks (43.2%), and Asians (43.3%) identified it as a "major reason," while the same percentage of men (49.0%) as women (49.0%) considered a "major reason" for attending WCC.

Offered the Courses/Program I Wanted: To the 30 and over age group, the courses/program of study offered by WCC was more important than the other two age categories. Over three-fifths (63.4%) of those 30 and over listed it as a "major reason" for attending WCC compared to only 37.5% in the 22 and under age category, and 56.3% in the 23 to 29 group, as shown in Table II-A. A substantially larger percentage of Blacks (56.8%) than whites (47.7%), Hispanics (45.9%) and Asians (40.0%) also considered it a "major reason" for attending WCC.

Nearby Location: The nearby location was considered to be a "major reason" for attending WCC by a substantially higher percentage of those in the 23 to 29 age category (49.9%) and in the 30 and over category (49.6%) than by those 22 and under (39.5%), as shown in Table II-B. A substantially lower percentage of Asians (20.0%) identified the "Nearby Location" as a "major reason" compared to the other ethnic groups. A larger percentage of women (46.6%) than men (41.7%), however, considered the nearby location to be a "major reason" for attending.

The twenty items ranked by the students are listed in Table II-C. After the top four factors discussed above, the importance of the others as a major reason drops off significantly. Clustered around the one-third range are "Good Academic Reputation" (34.2%), "Able to Maintain Employment While Studying" (32.8%), "Good Faculty" (30.8%), and "Good Career Preparation" (30.2%).

Source: Office of Institutional Research &
Planning
October 24, 1994

TABLE II-A: COLLEGE IMPRESSIONS AND PLANS

Major Reason for Attending Westchester Community College

	MAJOR REASON	MINOR REASON	NOT A REASON	BLANK
NEARBY LOCATION	44.0%	26.0%	22.8%	7.2%
LIKED THE LOCATION EVEN THOUGH NOT NEARBY	7.5%	17.7%	63.7%	11.2%
OFFERED THE COURSES/PROGRAM I WANTED	48.0%	23.0%	19.3%	9.7%
LOW COST OF ATTENDING	66.3%	16.0%	10.0%	7.7%
GOOD ACADEMIC REPUTATION	34.2%	33.3%	24.2%	8.3%
GOOD CAREER PREPARATION	30.2%	30.7%	28.3%	10.8%
GOOD FACULTY	30.8%	30.8%	29.0%	9.3%
QUALITY OF ON-CAMPUS HOUSING	2.3%	4.0%	82.5%	11.2%
LIKE THE SOCIAL ATMOSPHERE	7.3%	21.7%	60.8%	10.2%
LIKE THE SIZE OF THE COLLEGE	12.0%	27.0%	50.5%	10.5%
GOOD CHANCE OF PERSONAL ACADEMIC SUCCESS	29.5%	29.0%	30.5%	11.0%
AVAILABILITY OF SCHOLARSHIP OR FINANCIAL AID	23.7%	16.5%	49.7%	10.2%
ADVICE OF PARENTS OR RELATIVES	10.3%	20.0%	58.3%	11.3%
ADVICE OF HIGH SCHOOL COUNSELOR				
TEACHER, PRINCIPAL, ETC...	7.5%	13.3%	68.2%	11.0%
WANTED TO BE WITH FRIENDS	2.8%	7.0%	79.7%	10.5%
ONLY COLLEGE THAT ACCEPTED ME	3.8%	4.3%	81.3%	10.5%
TO TAKE COURSES FOR TRANSFER TO ANOTHER COLLEGE	49.0%	18.5%	23.3%	9.2%
TO OBTAIN OR MAINTAIN CERTIFICATION/LICENSURE	15.7%	11.3%	61.3%	11.7%
ABLE TO MAINTAIN EMPLOYMENT WHILE STUDYING	32.8%	19.5%	38.2%	9.5%
LOST JOB, SEEKING RETRAINING	6.3%	4.5%	79.5%	9.7%

Source: Office of Institutional Research and
Planning, Westchester Community College
SUNY Student Opinion Survey, 1994
Date of Report: October, 1994
Date of Survey: April, 1994

TABLE II-B: COLLEGE IMPRESSIONS AND PLANS

Major Reason for Attending Westchester Community College

DEMOGRAPHIC CATEGORIES	<u>Low Cost</u>	<u>Ability To Transfer</u>	<u>Offered Program Desired</u>	<u>Nearby Location</u>
22 and under	67.1%	56.1%	37.5%	39.5%
23 to 29	72.5%	51.9%	56.3%	49.4%
30 and Over	59.5%	30.5%	63.5%	49.6%
Blacks	54.3%	43.2%	56.8%	43.2%
Asians	60.0%	43.3%	40.0%	20.0%
Hispanics	64.9%	47.3%	45.9%	39.2%
Whites	72.0%	51.3%	47.7%	49.0%
Males	63.7%	49.0%	43.0%	41.7%
Females	69.9%	49.0%	53.0%	46.6%

Source: Office of Institutional Research and Planning, Westchester Community College
 SUNY Student Opinion Survey, 1994
 Date of Report: October, 1994
 Date of Survey: April, 1994

TABLE II-C: COLLEGE IMPRESSIONS AND PLANS

Major Reasons for Attending Westchester Community College

A

Indicate whether each of the following was a
major reason, minor reason, or not a reason
 you selected this particular college.

Major Reason
 Minor Reason
 Not a Reason

☐ ☐ ☐ Nearby Location
☐ ☐ ☐ Liked the Location Even Though Not Nearby
☐ ☐ ☐ Offered the Courses/Program I Wanted
☐ ☐ ☐ Low Cost of Attending
☐ ☐ ☐ Good Academic Reputation
☐ ☐ ☐ Good Career Preparation
☐ ☐ ☐ Good Faculty
☐ ☐ ☐ Quality of On-Campus Housing
☐ ☐ ☐ Liked the Social Atmosphere
☐ ☐ ☐ Liked the Size of the College
☐ ☐ ☐ Good Chance of Personal Academic Success
☐ ☐ ☐ Availability of Scholarship or Financial Aid
☐ ☐ ☐ Advice of Parents or Relatives
☐ ☐ ☐ Advice of High School Counselor, Teacher, Principal, etc.
☐ ☐ ☐ Wanted to Be with Friends
☐ ☐ ☐ Only College that Accepted Me
☐ ☐ ☐ To Take Courses for Transfer to Another College
☐ ☐ ☐ To Obtain or Maintain Certification/Licensure
☐ ☐ ☐ Able to Maintain Employment While Studying
☐ ☐ ☐ Lost Job, Seeking Retraining

COLLEGE SERVICES & FACILITIES

1994 SUNY STUDENT OPINION SURVEY: SECTION III

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
WESTCHESTER COMMUNITY COLLEGE
NOVEMBER 1994

SECTION III: STUDENT EVALUATION OF COLLEGE SERVICES AND FACILITIES

SUNY Student Opinion Survey, Spring 1994 Westchester Community College

In Section III of the Spring 1994 SUNY Student Opinion Survey, students were asked to evaluate thirty-three college services and facilities indicating for each whether they were very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied. Table III-A lists thirty-three services and facilities and the student responses in percentages for the 1994 survey and the same survey conducted in 1991. Those respondents who indicated they had not used a particular service were not included in each percentage.

Student Services Receiving Greatest Satisfaction: In the 1994 survey the services/facilities receiving the highest percentage of very satisfied or satisfied responses were Library Services (79.5%), Library Facilities (78.4%), General Conditions of Buildings and Grounds (69.0%), Access to Computer Services and Facilities (68.5%), and Campus Tutoring Services (64.6%), as shown in Table III-C, below.

TABLE III-C: Services/Facilities Receiving The Highest
"Satisfied" or Very Satisfied Responses

<u>Service or Facility</u>	<u>1994</u>	<u>1991</u>
Library Services	79.5%	77.6%
Library Facilities	78.4%	81.8%
General Conditions of Buildings & Grounds	69.0%	74.2%
Access to Computer Services	68.5%	64.6%
Campus Tutoring Services	64.6%	60.2%

Dissatisfaction With a Student Service or Facility: The campus facility receiving the greatest amount of dissatisfaction from the respondents, and far exceeding the others, was Parking Facilities. Two-fifths of the respondents (40.8%) were either dissatisfied or very dissatisfied with this facility. To be noted, however, is the fact that a smaller percentage of the 1994 respondents (39.5%) than the 1991 respondents (33.2%) felt this way,

as shown in Table III-A. The difference is great enough to be significant, so it would appear that the addition of a parking lot since the 1991 survey was conducted has decreased student dissatisfaction, albeit, slightly.

Student advising, both "Academic Advising Services" (24.6%) and "Personal Counseling Services" (24.2%) also received a rather high percentage of dissatisfied or very dissatisfied responses. In both cases approximately one-fourth of the respondents were either dissatisfied or very dissatisfied with the service, as shown in Table III-A.

With regard to changes in percentages from 1991 to 1994 in the satisfied or very satisfied responses, the following services showed a change of six percentage points or more: Campus Response to Needs of Disabled Students (-10.4% from 1991), Campus Aids Education Program (-8.5% from 1991), Campus Parking Facilities (+6.3% from 1991), and Personal Counseling Services (-6% from 1991).

The Most Used Services or Facilities: Table III-B provides the percentage of students using each service for both the 1994 and 1991 surveys. There were no great surprises here, but it should be noted that seven facilities or services, in particular, lead the pack in having a very high user rate (over 85%) by the students surveyed. Table III-D lists these seven in descending order of use. Table III-B lists all the services/facilities.

TABLE III-D: Percent of Respondents Using College Facility or Service

<u>Service/Facility</u>	<u>1994</u>	<u>1991</u>
Buildings and Grounds	93.0%	94.4%
Library Facilities	92.3%	93.5%
Campus Bookstore	91.3%	94.7%
Classroom Facilities	90.6%	93.0%
Library Services	90.6%	92.1%
Study Areas	88.0%	88.5%
Parking Facilities	86.6%	89.1%

Also to be noted is that, except for the use of the campus bus service, the percentage using a service in 1994 reported by the respondents remained similar to that reported in the 1991 SUNY Survey, as shown in Table III-B. The use of the campus bus service, however, jumped from 36.8% in 1991 to 47.3% in 1994, an increase too great to have occurred by chance, statistically.

TABLE III - A: STUDENT EVALUATION OF COLLEGE SERVICES AND FACILITIES

SUNY STUDENT OPINION SURVEY: 1991 AND 1994

	SATISFIED/ VERY SATIS.		NEUTRAL		DISSATISFIED/ VERY DISSAT.	
	1994	1991	1994	1991	1994	1991
LIBRARY SERVICES	79.5%	77.6%	13.8%	16.7%	6.5%	5.6%
LIBRARY FACILITIES	78.4%	81.8%	12.8%	12.9%	8.7%	5.3%
GENERAL CONDITION OF BUILDINGS AND GROUNDS	69.0%	74.2%	21.8%	17.5%	9.0%	8.4%
ACCESS TO COMPUTER SERVICES AND FACILITIES	68.5%	64.6%	20.4%	25.6%	11.0%	9.8%
CAMPUS TUTORING SERVICES	64.6%	60.2%	25.7%	27.3%	9.5%	12.5%
STUDY AREAS	63.6%	61.5%	21.9%	24.1%	14.3%	14.5%
COMPUTING LABORATORIES	63.2%	58.4%	26.2%	31.0%	10.3%	10.5%
LEARNING LABS (WRITING/LANGUAGE/MATH)	60.6%	56.8%	31.5%	31.6%	7.7%	11.6%
CLASSROOM FACILITIES	60.3%	61.7%	25.4%	26.8%	14.1%	11.5%
SCIENCE LABORATORIES	57.1%	61.5%	31.3%	28.4%	11.4%	10.2%
CULTURAL ARTS PROGRAMS (ART/MUSIC/THEATER)	50.5%	51.1%	36.6%	39.1%	12.6%	9.7%
CAMPUS BOOKSTORE	50.4%	52.4%	31.2%	31.2%	18.3%	16.4%
ACADEMIC ADVISING SERVICES	48.6%	54.3%	26.7%	25.2%	24.6%	20.5%
ATHLETIC FACILITIES	48.3%	46.4%	36.4%	34.8%	15.1%	18.8%
FINANCIAL AID SERVICES	46.6%	46.7%	29.9%	30.1%	23.2%	23.2%
NEW STUDENT ORIENTATION SERVICES	45.3%	47.1%	34.2%	34.4%	20.3%	18.4%
CAMPUS FOOD SERVICES	45.0%	46.0%	33.7%	34.7%	21.1%	19.3%
CAMPUS BUS SERVICE	43.7%	45.1%	36.5%	34.7%	19.4%	20.1%
PERSONAL COUNSELING SERVICES	42.0%	48.0%	33.6%	33.5%	24.2%	18.5%
CAMPUS RESPONSE TO NEEDS OF DISABLED STUDENTS	40.4%	50.8%	43.1%	37.0%	16.2%	12.2%
RECREATIONAL AND INTRAMURAL PROGRAMS	39.5%	39.8%	44.8%	42.2%	15.4%	18.0%
PARKING FACILITIES	39.5%	33.2%	19.6%	21.5%	40.8%	45.3%
COLLEGE SOCIAL ACTIVITIES	39.5%	36.7%	42.9%	44.3%	17.4%	19.1%
STUDENT UNION/CAMPUS CENTER	38.5%	39.6%	44.5%	45.7%	16.8%	14.8%
CAREER PLANNING AND PLACEMENT SERVICES	37.3%	39.6%	42.0%	43.6%	20.5%	16.7%
CAMPUS HELP FINDING PART-TIME JOBS	33.7%	33.6%	42.9%	41.9%	23.1%	24.5%
CAMPUS STUDENT HEALTH INSURANCE PROGRAM	29.2%	29.8%	49.4%	45.9%	21.1%	24.2%
DISSEMINATION OF CAMPUS CRIME STATISTICS	28.4%	28.3%	44.7%	46.4%	26.5%	25.4%
CAMPUS STUDENT HEALTH SERVICES	26.4%	30.4%	53.1%	42.0%	20.2%	27.6%
CAMPUS ALCOHOL AND SUBSTANCE ABUSE PROGRAM	26.1%	25.9%	57.8%	51.7%	15.7%	22.4%
CAMPUS SERVICES FOR VICTIMS OF CRIME	24.6%	24.8%	53.8%	53.1%	21.2%	22.0%
CAMPUS EFFORTS TO ADDRESS ACQUAINTANCE RAPE	23.6%	27.2%	49.7%	48.1%	26.4%	24.6%
CAMPUS AIDS EDUCATION PROGRAM	22.5%	31.0%	55.2%	42.8%	21.8%	26.2%

Source: Office of Institutional Research
 SO39194F WK1
 9/2/94

TABLE III - B : STUDENT EVALUATION OF COLLEGE SERVICES AND FACILITIES

STUDENT OPINION SURVEY : 1991 AND 1994

	% OF TOTAL USING SERVICE	% OF TOTAL USING SERVICE
	1994	1991
LIBRARY SERVICES	90 6%	92 1%
LIBRARY FACILITIES	92 3%	93 5%
GENERAL CONDITION OF BUILDINGS AND GROUNDS	93 0%	94 4%
ACCESS TO COMPUTER SERVICES AND FACILITIES	74 6%	72 5%
CAMPUS TUTORING SERVICES	71 3%	71 1%
STUDY AREAS	88 0%	88 5%
COMPUTING LABORATORIES	64 8%	58 0%
LEARNING LABS (WRITING/LANGUAGE/MATH)	59 8%	56 0%
CLASSROOM FACILITIES	90 6%	93 0%
SCIENCE LABORATORIES	63 9%	60 8%
CULTURAL ARTS PROGRAMS (ART/MUSIC/THEATER)	54 0%	48 5%
CAMPUS BOOKSTORE	91 3%	94 7%
ACADEMIC ADVISING SERVICES	81 3%	88 0%
ATHLETIC FACILITIES	56 9%	53 7%
FINANCIAL AID SERVICES	61 1%	54 4%
NEW STUDENT ORIENTATION SERVICES	59 1%	64 5%
CAMPUS FOOD SERVICES	77 1%	81 9%
CAMPUS BUS SERVICE	47 3%	36 8%
PERSONAL COUNSELING SERVICES	57 1%	61 5%
CAMPUS RESPONSE TO NEEDS OF DISABLED STUDENTS	40 1%	41 9%
RECREATIONAL AND INTRAMURAL PROGRAMS	47 3%	44 0%
PARKING FACILITIES	86 6%	89 1%
COLLEGE SOCIAL ACTIVITIES	63 3%	61 9%
STUDENT UNION/CAMPUS CENTER	58 9%	56 8%
CAREER PLANNING AND PLACEMENT SERVICES	46 4%	45 5%
CAMPUS HELP FINDING PART-TIME JOBS	40 3%	40 8%
CAMPUS STUDENT HEALTH INSURANCE PROGRAM	37 0%	32 2%
DISSEMINATION OF CAMPUS CRIME STATISTICS	37 3%	27 2%
CAMPUS STUDENT HEALTH SERVICES	37 1%	36 9%
CAMPUS ALCOHOL AND SUBSTANCE ABUSE PROGRAM	30 6%	25 5%
CAMPUS SERVICES FOR VICTIMS OF CRIME	32 5%	25 4%
CAMPUS EFFORTS TO ADDRESS ACQUAINTANCE RAPE	32 6%	26 8%
CAMPUS AIDS EDUCATION PROGRAM	28 4%	27 1%

Source Office of Institutional Research

SOB3 XLS

9/2/94

FACULTY & CLASSROOM

1994 SUNY STUDENT OPINION SURVEY: SECTION IVB

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
DR. MARCIA M. LEE, DIRECTOR
WESTCHESTER COMMUNITY COLLEGE
NOVEMBER 1994

SECTION IV: FACULTY AND CLASSROOM EXPERIENCE

SUNY Student Opinion Survey, Spring 1994 Westchester Community College

In Section IV of the Spring 1994 SUNY Student Opinion Survey, several sets of questions were asked of students with regard to their experiences in the classroom and with their instructors.

Table IV-A lists a set of eleven questions asking students to indicate whether they were very satisfied, satisfied, neutral, dissatisfied, or very dissatisfied with various aspects of their classroom experience. In addition to their responses to the 1994 survey, also included are the responses to the same questions asked on the 1991 survey. Those respondents who did not answer a particular question were not included in the percentages.

Faculty Instruction

Students continue to show a high percentage of satisfaction with both the "Quality of Instruction" and the "Challenge Offered by their Program of Study" at WCC, as shown in Table IV-A(1). In both instances almost three-fourths (71.0%) of the students were either very satisfied or satisfied with this aspect of their classroom experience. To be noted, however, is that the percentages in both cases dropped from those given by students responding to the same questions in 1991. In that year over three-fourths (78.0%) expressed satisfaction with the "Challenge Offered by Their Program of Study," and almost four-fifths (79.7%) expressed satisfaction with the "Quality of Instruction."

The faculty also received high marks for the respect they show to the students and for their efforts to overcome student's language barriers. Almost two-thirds (64.4%) were either very satisfied or satisfied with "Faculty Respect for Students" and well over half (55.8%) were very satisfied or satisfied with "Faculty Efforts to Overcome Student's Language Barriers." In both cases the 1994 percentages were similar to those given on the 1991 survey.

Almost three-fifths (59.8%) were satisfied or very satisfied with the "Out-of-class Availability of their Instructors." This is a decrease, however, from the results on the 1991 survey (67.7%). On a similar question, less than half (49.8%) of the students were satisfied or very satisfied with the "Availability of an Advisor". This question may suffer from some confusion on the part of the respondent, however, since WCC has the counselor system for advising most students and some respondents may have felt the question was referring to faculty.

Following up on the previous question, almost one fifth (19.1%) expressed some degree of dissatisfaction with the "Value of the Information Provided by Their Advisor." This percentage of expressed dissatisfaction is high compared to other questions, and is not a significant change from the results of the 1991 survey (14.1%).

Course Availability

The availability of courses is the area where students indicated the greatest dissatisfaction. Over a third (35.1%) of the students said they were dissatisfied or very dissatisfied with the "Availability of the Courses They Want at the Time They Can Take Them." This is an increase of almost ten percent over the 1991 survey (25.3%).

The "Availability of Courses in the Proper Sequence" was also a problem for the students, but less so than that reported in 1991. Slightly over a fifth (22.5%) reported being very dissatisfied or dissatisfied in 1994, while 38.0% had reported so on the 1991 survey. On the 1994 survey a new question was asked regarding the "Availability of the Courses You Need To Meet Graduation Requirements." Slightly over a fifth (21.1%) reported being either dissatisfied or very dissatisfied.

Approximately ten percent (10.5%) were either very dissatisfied or dissatisfied with the "Class size relative to the type of course." This is a significant decrease from the response on the 1991 survey when 18.2% of the students were expressed some degree of dissatisfaction.

Intellectual Challenge

A set of questions concerning the intellectual challenge of the classroom was included for the first time on the 1994 SUNY survey, as shown in Table IV-B. The questions are to be noted for the choice of responses provided. Instead of the usual Likert scale of "very satisfied" to "very dissatisfied," students were asked to respond with either an "Almost Always," "More Than Half," "About Half," "Less Than Half" or "Rarely."

Slightly over one-fifth (21.3%) responded "Almost Always" to the question: How Frequently Have You been Intellectually Stimulated by the Material Covered in Class? Another third (35.8%) responded with a "More Than Half of the Time," bringing the combined total to (57.0%) who indicated they had been intellectually stimulated in class at least half the time or more. On the other hand, very few students, less than 4% (3.7%) reported being "rarely" intellectually stimulated, as shown in Table IV-B.

The responses in Table IV-B further show that a large percentage of students "Enjoy Their Classes" and are satisfied with their "Academic Experiences at WCC." In both cases over four-fifths of the students reported enjoying their classes half the time or more (85.5%) and were satisfied with their academic experience half the time or more (83.9%).

An even larger percentage of students (89.0%) reported "Learning Something New" in their classes half the time or more, as shown in Table IV-B, and almost the same percentage (88.5%) responded that at least half the time or more "Faculty Members Came to Class Well Prepared." By the same token, a large percentage of students felt that at least half the time or better "Faculty Members Communicated Effectively" in their classes.

In this battery of questions there is only one area, out-of-class assignments, where a large and significant percentage of students voiced dissatisfaction. Only two-thirds (68.8%) of the students felt their out-of-class assignments were "good learning experiences" half the time or more, or, conversely, over one-fourth (25.2%) of the respondents felt that these assignments were good learning experiences less than "half-the-time" or "rarely," as shown in Table IV-B.

TABLE IV A (1): FACULTY AND CLASSROOM EXPERIENCE

SUNY STUDENT OPINION SURVEY 1991 AND 1994

	<u>SATISFIED/ VERY SATIS.</u>		<u>NEUTRAL</u>		<u>DISSATISFIED/ VERY DISSATIS.</u>		<u>% OF TOTAL RESPONDING TO QUESTIONS</u>	
	<u>1994</u>	<u>1991</u>	<u>1994</u>	<u>1991</u>	<u>1994</u>	<u>1991</u>	<u>1994</u>	<u>1991</u>
1. CHALLENGE OFFERED BY YOUR PROGRAM OF STUDY	71.3%	78.0%	21.4%	19.2%	7.3%	2.9%	89.9%	91.2%
2. QUALITY OF INSTRUCTION	71.5%	79.7%	20.3%	16.4%	8.2%	3.8%	93.6%	96.2%
3. OUT-OF-CLASS AVAILABILITY OF YOUR INSTRUCTORS	59.8%	67.7%	28.8%	26.3%	11.5%	6.0%	84.5%	89.7%
4. FACULTY RESPECT FOR STUDENTS	64.4%	68.7%	26.6%	24.4%	9.0%	6.9%	93.3%	95.5%
5. FACULTY EFFORTS TO OVERCOME STUDENTS' LANGUAGE BARRIERS	55.8%	57.6%	34.6%	33.7%	9.8%	8.7%	62.7%	65.8%
6. CLASS SIZE RELATIVE TO THE TYPE OF COURSE	69.2%	75.6%	20.3%	18.2%	10.5%	6.2%	92.5%	94.6%
7. AVAILABILITY OF ADVISOR	49.8%	58.2%	32.0%	26.4%	18.2%	15.3%	81.8%	88.1%
8. VALUE OF THE INFORMATION PROVIDED BY YOUR ADVISOR	55.3%	61.9%	25.7%	24.0%	19.1%	14.1%	80.7%	88.5%
9. MULTICULTURAL CONTENT OF COURSES YOU HAVE TAKEN	48.4%	54.3%	38.3%	39.9%	13.3%	5.8%	64.0%	70.2%
18. AVAILABILITY OF THE COURSES YOU WANT AT THE TIME YOU CAN TAKE THEM	38.9%	49.6%	26.0%	25.2%	35.1%	25.3%	89.5%	95.0%
19. AVAILABILITY OF THE COURSES YOU NEED TO MEET GRADUATION REQUIREMENTS	46.2%	N/A	32.7%	N/A	21.1%	N/A	80.5%	N/A
20. AVAILABILITY OF COURSES IN PROPER SEQUENCE	44.3%	38.2%	33.2%	23.8%	22.5%	38.0%	81.4%	96.8%

Source: WCC Office of Institutional Research and Planning
9/02/94
SO4A9491.XLW

TABLE IV B: CLASSROOM EXPERIENCE

SUNY STUDENT OPINION SURVEY 1994

	<u>ALMOST ALWAYS</u>	<u>MORE THAN HALF</u>	<u>ABOUT HALF THE</u>	<u>LESS THAN HALF</u>	<u>RARELY</u>	<u>BLANK</u>
1. HOW FREQUENTLY HAVE YOU BEEN INTELLECTUALLY STIMULATED BY THE MATERIAL COVERED IN CLASS	21 2%	35 8%	25 5%	9 0%	3 7%	4 8%
2. HOW FREQUENTLY HAVE YOU ENJOYED CLASSES	22 8%	37 7%	25 0%	6 7%	2 7%	5 2%
3. HOW FREQUENTLY HAVE YOU BEEN SATISFIED WITH YOUR ACADEMIC EXPERIENCES AT THIS COLLEGE	21 8%	36 3%	25 8%	7 5%	2 7%	5 8%
4. HOW FREQUENTLY HAVE YOU BEEN IN CLASSES WHERE YOU HAVE LEARNED SOMETHING NEW	37 3%	35 7%	16 0%	3 7%	1 5%	5 8%
5. HOW FREQUENTLY HAVE YOU HAD OUT-OF-CLASS ASSIGNMENTS THAT WERE GOOD LEARNING EXPERIENCE	19 0%	27 0%	22 8%	12 5%	12 7%	6 0%
6. HOW FREQUENTLY HAVE YOU HAD FACULTY MEMBERS WHO CAME TO CLASS WELL PREPARED	44 0%	32 3%	12 2%	3 5%	2 5%	5 5%
7. HOW FREQUENTLY HAVE YOU HAD FACULTY MEMBERS WHO COMMUNICATED EFFECTIVELY	36 0%	35 8%	14 5%	4 7%	3 2%	5 8%

Source: WCC Office of Institutional Research and Planning
8/10/94
SO-4B.XLW

COLLEGE CLIMATE

1994 SUNY STUDENT OPINION SURVEY: SECTION IVB

OFFICE OF INSTITUTIONAL RESEARCH AND PLANNING
DR. MARCIA M. LEE, DIRECTOR
WESTCHESTER COMMUNITY COLLEGE
NOVEMBER 1994

SECTION IV-A (3): CAMPUS CLIMATE

SUNY Student Opinion Survey, Spring 1994 Westchester Community College

In Section IV-A of the Spring 1994 SUNY Student Opinion Survey, a series of twenty questions was asked regarding the campus climate at Westchester Community College. The term "campus climate" refers to the student's sense of belonging and feeling welcome on the campus.

Table IV-A (3) on page 6 lists the twenty questions with their responses in percentages. Also included are the responses to the same questions asked on the 1991 SUNY survey. Those respondents who did not answer a particular question were not included in the calculation of the percentages for that question.

Increased Dissatisfaction: In scanning the results of the twenty questions two things, in particular, stand out. First, on every question where the 1994 responses could be compared to the 1991 responses (three questions were not on the 1991 survey) the combined percentages of "dissatisfied" and "very dissatisfied" responses increased in 1994, as shown on page 6. Moreover, on twelve of the seventeen questions, the combined "dissatisfied" and "very dissatisfied" responses were at least six percentage points greater than on the 1991 survey, a difference great enough to make the possibility that it happened by chance unlikely.

Neutral Responses: Secondly, on all the questions on both the 1994 and 1991 surveys a sizable percentage of students responded with a "neutral"--most of them in the thirty to forty percent range. The fact that WCC is a "commuting" college where students tend to leave campus immediately after attending classes (often to go to work) may explain the high percentage of "neutral" responses. At the same time, the high percentage of neutral responses to all the questions in this section may indicate a lack of strong emotional attachment to the college on the part of a rather large percentage of students.

Dissatisfied Responses: Probably the best indicator of the students' sense of well being and belonging, therefore, is registered on the negative side with the "dissatisfied" and "very dissatisfied" responses. In this regard, "Personal Security/Safety on Campus" received the highest percentage of negative responses on the 1994 survey with over a fifth (21.2%) being either "very dissatisfied" or "dissatisfied." This is up from 1991 when only 13.0% felt this way.

A further look at the responses to this question broken down by gender shows that there is almost no difference in percentage responses between males and females. Across the board almost the same percentage of men as women were "very satisfied," "satisfied," "neutral," "dissatisfied," or "very dissatisfied with "Personal Security/Safety on Campus."

Two other questions also received a negative response rate reaching twenty percent. One-fifth of the students (20.7%) gave either a "very dissatisfied" or "dissatisfied" response to "Campus Understanding of Lesbian/Gay/Bisexual Students," up from the 1991 survey when it was 15.7%. For this particular question the percentage of students responding was low (43.5%). One-fifth of the students (20.7%) also gave a negative response to the question, "Student Voice in College Policies." Here, again the percentage responding to the question was relatively low (49.0%).

A substantial percentage of students also expressed negative satisfaction with the "Racial and Ethnic Diversity of Faculty and Staff" (16.1%) and with the "Extent to Which This Campus Helped You Appreciate Ethnic/Cultural Diversity" (16.1%).

Attitude of College Staff Toward Students: The question to which the highest percentage of students responded (87.0%) was the "Attitude of College Staff (Other Than Faculty) Towards Students." Well over half (57.6%) were either "Very Satisfied" or "Satisfied" with the attitude of the college staff, as shown in Table IV-A (3). Nearly a third (29.0%) were "Neutral" and 13.4% were either "Dissatisfied" or "Very Dissatisfied." These results were similar to those on the 1991 survey.

Table IV-C, on page 3, further breaks out the responses to the attitude of college staff by ethnic background. When this is done, there is very little difference in responses among the various ethnic groups in terms of the percentage who are "very satisfied" (about 13%) or "satisfied" (around 35%). A substantially higher percentage of Blacks (14.8%) than other groups, however, were either "dissatisfied" or "very dissatisfied." Also to be noted was the unusually high percentage of Blacks (20.0%) who responded "Don't Know" or left the question blank. It is unusual for one-fifth of the respondents to answer in this way, perhaps signifying their concern about being frank on a survey of this nature.

Table IV C: Attitude of College Staff Toward Students

	Very Sat.	Sat.	Neutral	Dissat.	Very Dissat.	Don't Know or Blank
Blacks	13.6%	33.3%	17.3%	12.3%	2.5%	20.0%
Asian/Pac.	13.3%	36.7%	40.0%	3.3%	0.0%	6.6%
Hispanics	13.5%	39.2%	29.7%	5.4%	1.4%	10.9%
Whites	15.9%	36.7%	27.3%	7.5%	3.6%	9.0%

Racial And Ethnic Harmony: A number of questions explored the degree of racial and ethnic harmony the students felt existed on campus as shown in Table IV-A (3) on page 6. Almost half (48.6%) were "very satisfied" or "satisfied" with the "Racial Harmony At this College." The same percentage (48.6%) were also "very satisfied" or "satisfied" with the "Campus Atmosphere of Ethnic, Political and Religious Understanding" and the "Racial and Ethnic Diversity of the Student Body."

Campus Media: There does not appear to be a great concern with the media on campus specifically with regard to the student newspaper and campus radio. Almost half of the respondents (47.6%) were either "very satisfied" or "satisfied," with 11.5% expressing some degree of dissatisfaction, as shown in Table IV-A (3).

Sense of Belonging on This Campus: Perhaps the most telling question with regard to campus climate is captured in the basic question "Your Sense of Belonging on This Campus." About fifteen percent (15.6%) of the students expressed some degree of dissatisfaction with regard to their sense of belonging on the WCC campus. Broken down by ethnic background, the Black students expressed a slightly greater degree of dissatisfaction with 19% either "dissatisfied" or "very dissatisfied," as shown in Table IV-D, below. The white students, however are not too far behind, with 17% expressing some degree of dissatisfaction. To be noted is the high degree of satisfaction expressed by Asian/Pacific students. Virtually no Asian/Pacific student was "dissatisfied" or "very dissatisfied" and well over half (58%) were "very satisfied" or "satisfied."

Table IV-D: Satisfaction With Your Sense of Belonging On This Campus*

	Very Sat.	Sat.	Neutral	Dissat.	Very Dissat.
Blacks	15%	40%	25%	12%	7%
Asian/Pac.	29%	29%	43%	0%	0%
Hispanics	14%	40%	32%	9%	5%
Whites	9%	37%	37%	9%	8%

* Students who left the question blank or replied "Don't Know" where omitted from the calculations.

CONCLUSION:

With regard to the "campus climate" at Westchester Community College and the students' "sense of belonging," particularly noteworthy is the increase in dissatisfied responses to virtually all the questions on the 1994 survey compared to the same questions on the 1991 survey.

At the same time, the high percentage of "neutral" responses--most of them in the thirty to forty percent range for most of the questions--is to be noted. It may be attributable to the fact that WCC is a "commuting" college with students not spending enough time on campus to develop strong feelings one way or the other about their sense of "belonging." It also indicates a feeling of ambivalence on the part of the students with low emotional attachment to the college.

Given this, it is probably more enlightening to focus on those questions where the students give the highest percentage of negative responses. On three of the twenty questions the combined "dissatisfied" and "very dissatisfied" responses by the students is over twenty percent. They are:

1. Personal Security/Safety on Campus (21.2%).
2. Campus Understanding of Lesbian/Gay/Bisexual Students (20.7%).
3. Student Voice in College Policies (20.7%).

The question to which the highest percentage of students responded (87.0%) was to the "Attitude of College Staff (Other Than Faculty) Towards Students." Well over half (57.6%) were either "very satisfied" or "satisfied." An additional third (29.0%) were "neutral," and 13.4% either "dissatisfied" or "very dissatisfied."

To the basic overall question of "Your Sense of Belonging on This Campus," slightly over fifteen percent (15.6%) of the students expressed some degree of dissatisfaction. When the responses to this question were further broken down by ethnic background, differences between the various ethnic responses was not great enough to be significant.

As an overall conclusion, therefore, the SUNY 1994 Student Opinion Survey would indicate that the "campus climate" at WCC is viewed by students as slightly less "welcoming" than when the 1991 SUNY Student Opinion Survey was conducted. During this same period the percentage of minorities increased from 26.8% to 31.0%, which may explain in part the change in student opinion.

The strength of ties and "sense of belonging" that students feel toward the College also appears to be weak, based on the large percentage of "neutral" responses to many of the campus climate questions. The lack of strong attachment on the part of many students attending WCC is probably attributable to a number of factors, but its effect could have important implications for the Colleges' ability to build strong alumnae support in the future.

TABLE IV A(3): CAMPUS ENVIRONMENT: PERSONAL SENSE OF WELL BEING

SUNY STUDENT OPINION SURVEY

		<u>SATISFIED</u>		<u>NEUTRAL</u>		<u>DISSATISFIED</u>		<u>% OF TOTAL</u>	
		<u>VERY SATIS./</u>				<u>VERY DISSATIS./</u>		<u>RESPONDING</u>	
		<u>1994</u>	<u>1991</u>	<u>1994</u>	<u>1991</u>	<u>1994</u>	<u>1991</u>	<u>1994</u>	<u>1991</u>
23.	YOUR SENSE OF BELONGING ON THIS CAMPUS	47.4%	63.4%	37.0%	27.7%	15.6%	8.9%	87.0%	92.1%
24.	CAMPUS ATMOSPHERE OF ETHNIC, POLITICAL, AND RELIGIOUS UNDERSTANDING	48.6%	55.9%	35.8%	35.7%	15.6%	8.3%	81.5%	87.6%
25.	CONCERN FOR YOU AS AN INDIVIDUAL	45.7%	54.0%	38.9%	37.6%	15.4%	8.4%	84.0%	92.0%
26.	FREEDOM FROM SEXUAL HARASSMENT ON CAMPUS	64.3%	73.1%	24.7%	22.5%	10.9%	4.4%	79.6%	88.8%
27.	ATTITUDE OF COLLEGE STAFF (OTHER THAN FACULTY) TOWARDS STUDENTS	57.5%	56.5%	29.0%	34.3%	13.4%	9.2%	87.0%	85.7%
28.	EXTENT TO WHICH THIS CAMPUS HELPED YOU APPRECIATE ETHNIC/CULTURAL DIVERSITY	41.3%	43.5%	42.6%	46.7%	16.1%	9.8%	70.9%	73.5%
29.	OPPORTUNITIES FOR PERSONAL INVOLVEMENT IN CAMPUS ACTIVITIES	46.3%	53.4%	40.0%	38.2%	13.7%	8.4%	65.0%	72.7%
30.	OPPORTUNITIES FOR COMMUNITY SERVICE	35.6%	N/A	50.5%	N/A	13.9%	N/A	50.5%	N/A
31.	RACIAL AND ETHNIC DIVERSITY OF FACULTY AND STAFF	47.3%	48.4%	36.7%	41.8%	16.0%	9.7%	77.1%	80.3%
32.	GENDER DIVERSITY OF FACULTY AND STAFF	55.2%	N/A	35.9%	N/A	8.9%	N/A	78.6%	N/A
33.	GENDER DIVERSITY OF STUDENT BODY	58.2%	N/A	33.9%	N/A	7.9%	N/A	77.5%	N/A
34.	STUDENT GOVERNMENT	39.3%	32.1%	48.1%	58.7%	12.6%	9.3%	51.6%	54.9%
35.	RELIGIOUS ACTIVITIES AND PROGRAMS	28.9%	25.7%	55.4%	62.0%	15.7%	12.3%	41.5%	43.9%
36.	CAMPUS MEDIA (STUDENT NEWSPAPER, CAMPUS RADIO)	47.6%	53.4%	41.0%	37.3%	11.5%	9.4%	65.4%	64.1%
37.	CAMPUS UNDERSTANDING OF LESBIAN/ GAY/BISEXUAL STUDENTS	26.0%	19.9%	53.3%	64.4%	20.7%	15.7%	43.5%	38.2%
38.	STUDENT VOICE IN COLLEGE POLICIES	32.0%	31.8%	47.3%	55.8%	20.6%	12.4%	49.0%	55.6%
39.	RACIAL AND ETHNIC DIVERSITY OF STUDENT BODY	48.6%	50.1%	38.3%	42.9%	13.1%	7.1%	63.4%	70.9%
40.	CLARITY OF RULES GOVERNING STUDENT CONDUCT	46.0%	49.8%	40.9%	43.7%	13.1%	6.5%	61.9%	75.1%
42.	RACIAL HARMONY AT THIS COLLEGE	48.1%	53.0%	35.9%	37.9%	16.0%	9.1%	71.8%	81.5%
44.	PERSONAL SECURITY/SAFETY ON CAMPUS	45.0%	61.0%	33.7%	25.9%	21.2%	13.0%	82.4%	89.8%

SOURCE: WCC Office of Institutional Research and Planning

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